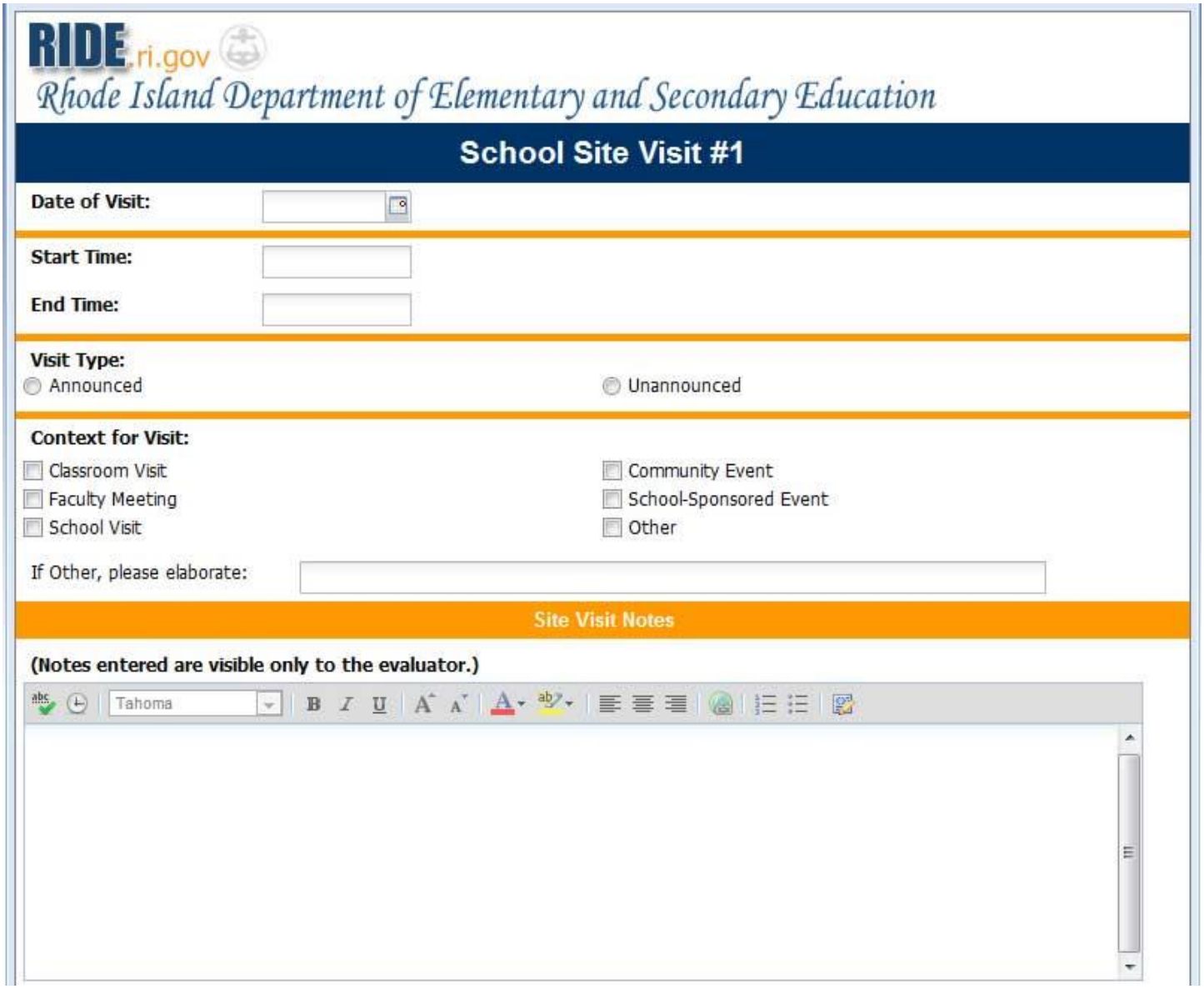
Form Purpose:

The School Site Visit Form is an evaluator-initiated form to be used by evaluators during the Building Administrator Evaluation process.

Form Design, Part 1:



Form Design, Part 2:

Building Administrator Professional Practice

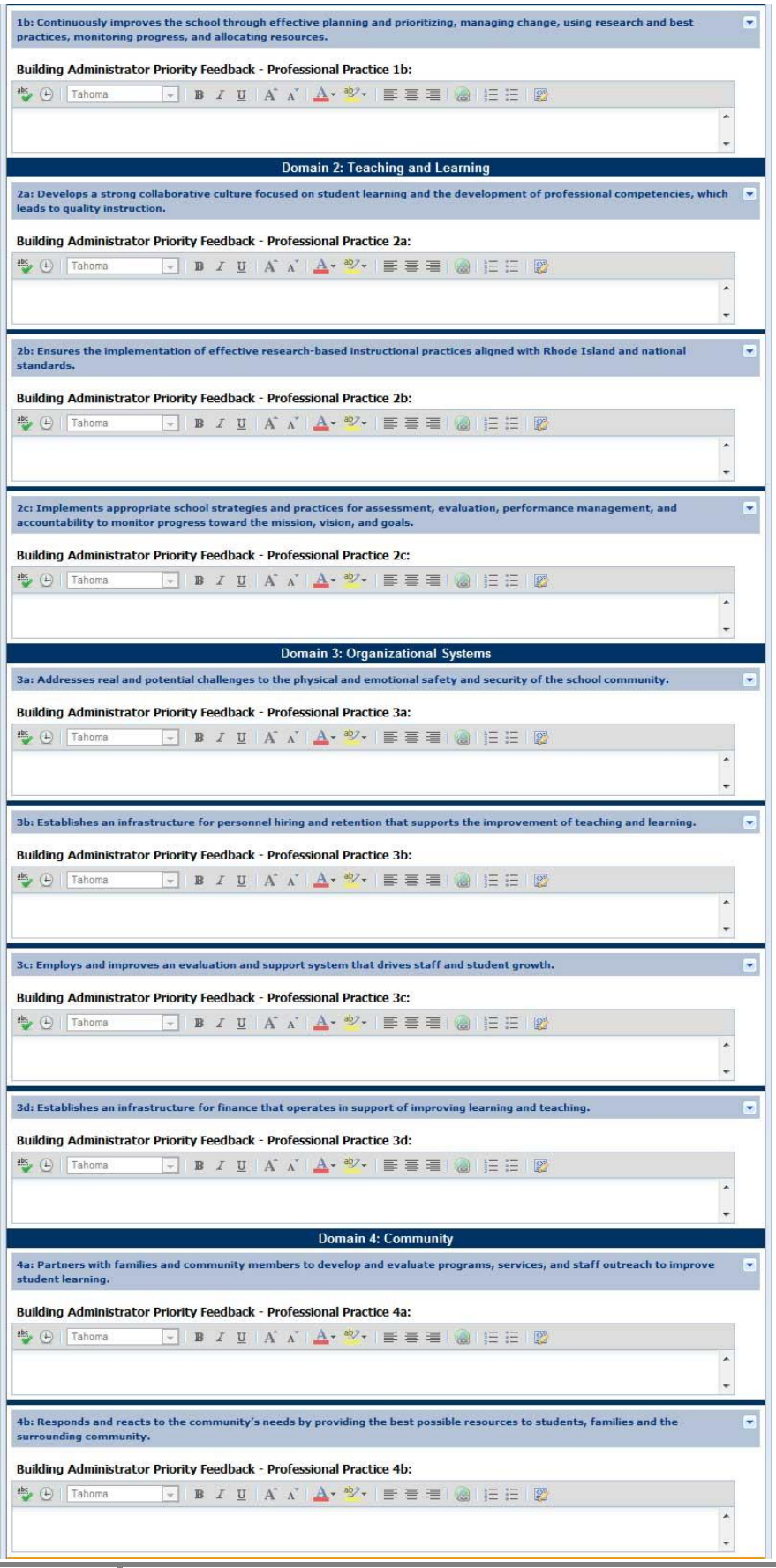
Domain 1: Mission, Vision, and Goals

1a: Establishes and maintains a school mission, vision, and goals that set clear and measureable high expectations for all students, educators, and stakeholders.

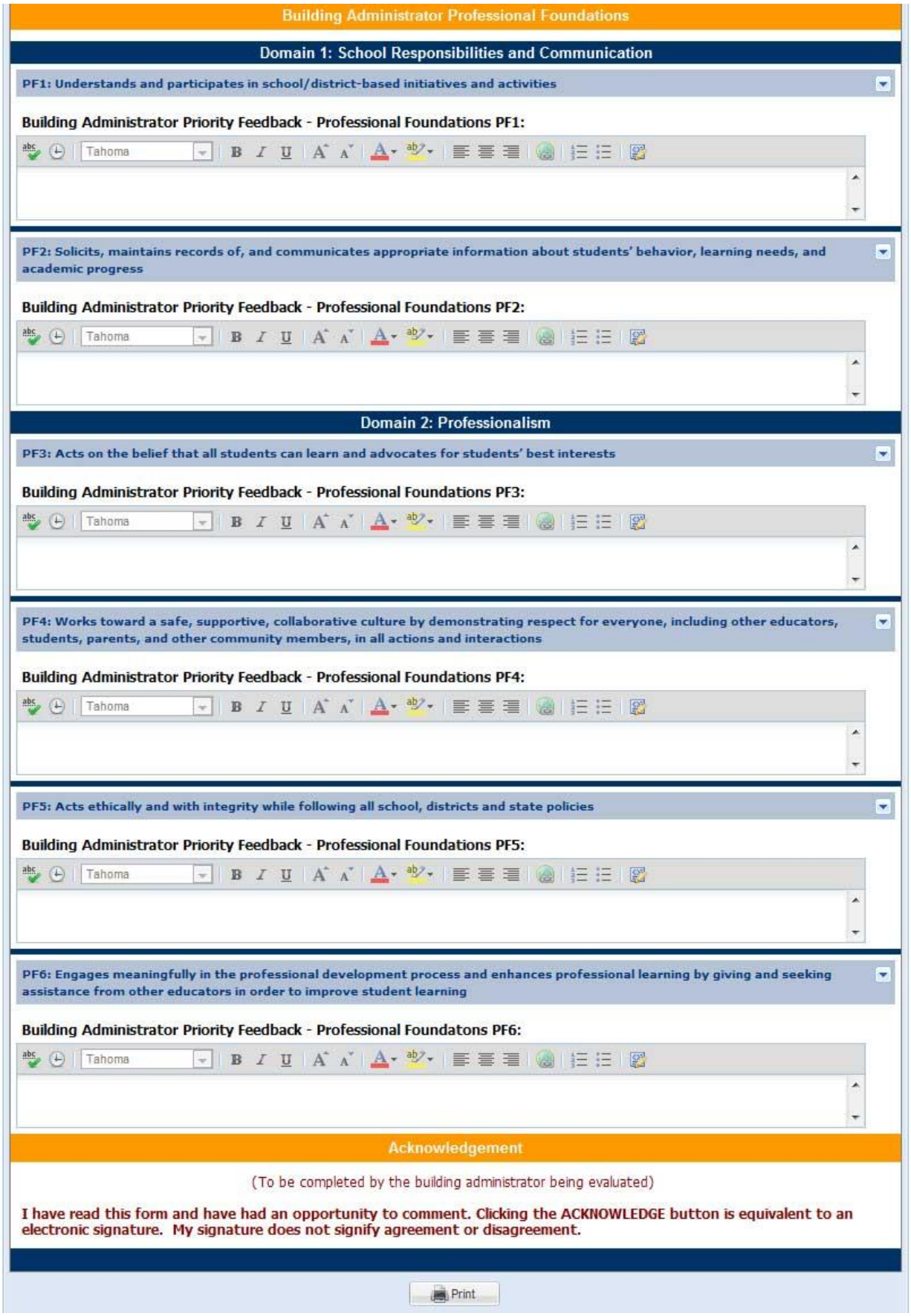
LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The administrator establishes and maintains school mission, vision, and goals that are aligned with district priorities and based on the analysis of multiple sources of information. The school mission, vision and goals contain evidence of collaborating among school staff and the community. The administrator sets clear and measurable high expectations for all students and educators.	In addition to the characteristics of a level of performance 3, ▪ Members of the school community can articulate the mission, vision and goals of the school, along with the rationale behind them ▪ The building administrator uses the school's mission, vision and goals to drive decision making ▪ The building administrator solicits feedback from the community, staff and students about the status of goals as well as the school vision and mission. That feedback is incorporated as each may be revised and updated.	▪ When asked what the mission of the school is, a teacher correctly states "to produce college and career-ready high school graduates because most of our students have limited opportunities upon graduation" ▪ School showcases contain data about the number scoring proficient on state Reading and Math exams compared to the school goal. ▪ The building administrator selects one extracurricular program over another because it fits better with the school's mission.
3	The administrator establishes and maintains school mission, vision, and goals that set clear and measurable high expectations for all students and educators. School staff and community members can articulate the mission, vision and goals.	▪ The administrator establishes and maintains school mission, vision, and goals that set clear and measurable high expectations for all students and educators ▪ Staff and other stakeholders actively participate in developing, implementing, and communicating the school's mission, vision, and goals, along with selecting and implementing effective improvement strategies and assessing and monitoring progress toward the mission, vision, and goals.	▪ When asked what the mission of the school is, a teacher correctly states "to produce college and career-ready high school graduates because most of our students have limited opportunities upon graduation" ▪ School showcases contain data about the number scoring proficient on state Reading and Math exams compared to the school goal. ▪ The building administrator selects one extracurricular program over another because it fits better with the school's mission.
2	The administrator establishes school mission, vision, and goals that are poorly aligned to district priorities and/or based on the analysis of limited sources of information; and/or the administrator sets expectations for students and educators that are too low and/or unclear and difficult to measure.	▪ The administrator establishes school mission, vision, and goals that are poorly aligned to district priorities and/or based on the analysis of limited sources of information; and/or the administrator sets expectations for students and educators that are too low and/or unclear and difficult to measure ▪ Staff and other stakeholders are involved, but in a limited way, in developing and assessing the school's mission, vision and goals and the strategies to monitor progress toward them.	▪ The district has identified closing the poverty gap as a district-wide goal, but the school has goals centered around overall proficiency rates and not about gap-closing. ▪ Staff and stakeholders report that progress toward school goals is reported out at a school accountability meeting, but the data is incomplete, unclear, or not discussed.
1	The administrator fails to establish and maintain a school mission, vision, and goals that are aligned to district priorities and/or sets expectations for students and educators that are too low and/or unclear and difficult to measure.	▪ The administrator fails to establish and maintain a school mission, vision, and goals. ▪ The building administrator makes decisions that conflict with the school's mission or vision ▪ Goals reflect low expectations or are unaligned ▪ Staff and other stakeholders are uninvolved in developing and assessing the school's mission, vision and goals.	▪ The building administrator sets goals that do not put all students on track to become proficient before they graduate ▪ Community members and staff report a lack of clarity around the school's vision.

Building Administrator Priority Feedback - Professional Practice 1a:

Form Design, Part 3:



Form Design, Part 4:

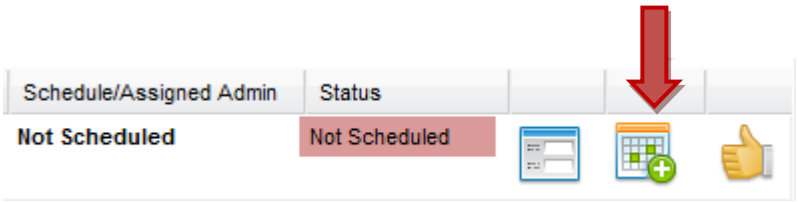


Process Overview

1. Locate the Form in the Process View

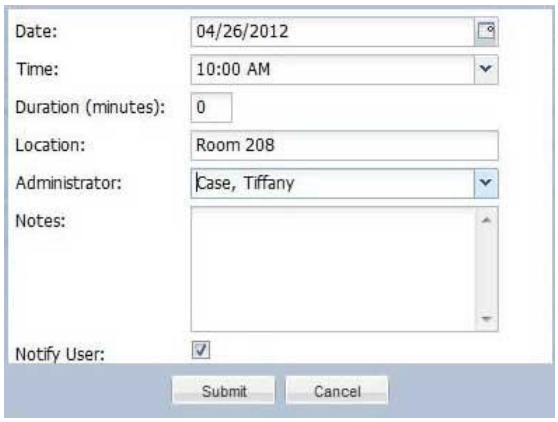
Located on the "My Caseload" tab of the evaluator dashboard, the **Process View** is the primary means for an evaluator to participate in the evaluation cycles of those educators he/she is responsible for.

After highlighting the target educator in the top portion of the Process View, you will see his/her **Evaluation Profile** in the bottom portion of the Process View. This area is used to schedule, complete, finalize, and monitor the forms comprising an educator's evaluation cycle.



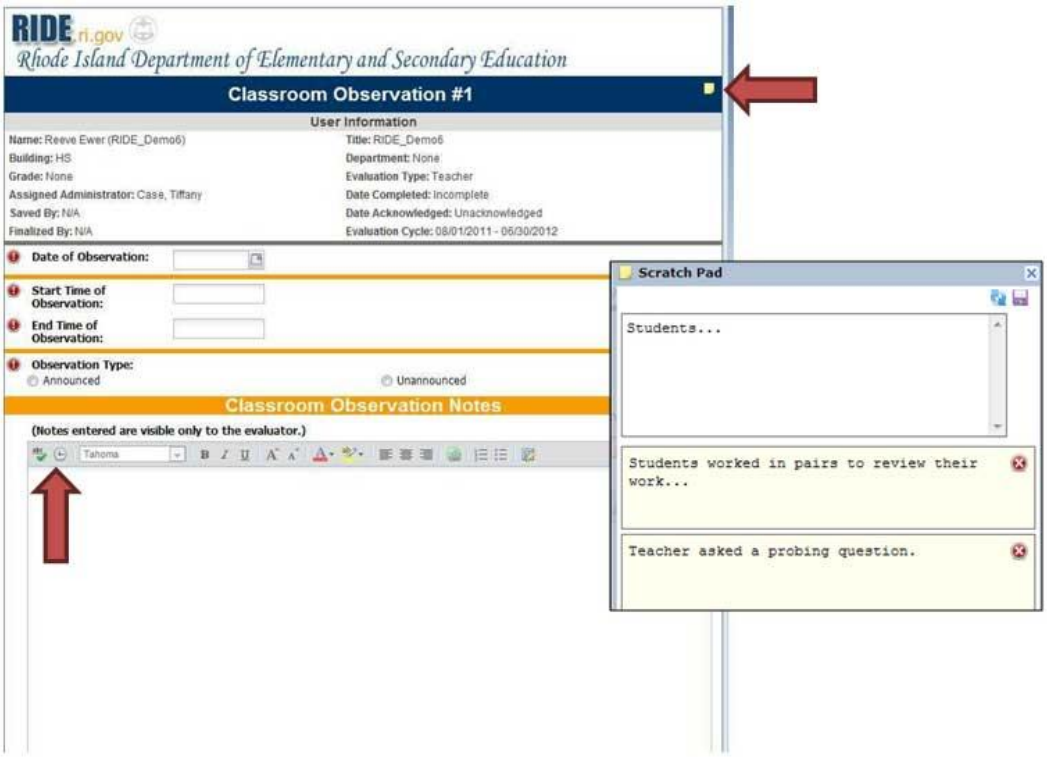
2. Schedule the Form

After expanding the appropriate observation component (e.g. "School Site Visit #1"), click the form's corresponding Schedule Form (calendar) icon. This presents a pop-up window asking for date, time, and location. If delegating to another evaluator, select his/her name using the "Administrator" field. If this is an unannounced observation, deselect "Notify User" to prevent an email notification about this upcoming event.



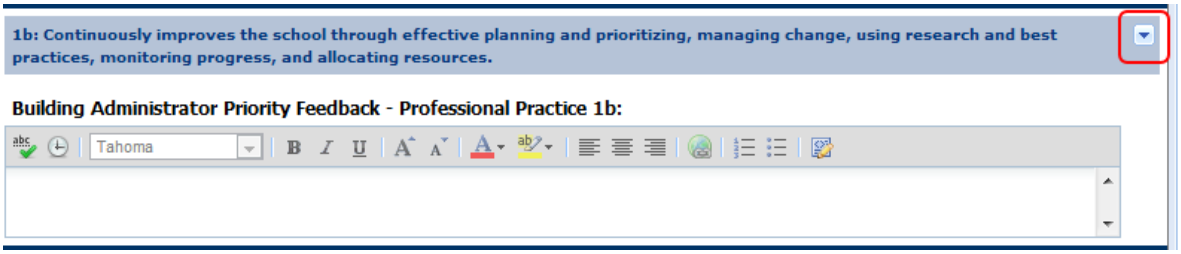
3. Complete the Form

1. Before submitting the form, the Evaluator must input an **Date of Visit** (date picker), **Start** and **End Time**s (text boxes), **Visit Type** (radio buttons), and the **Context for Visit** (multi-select checkboxes). These are required fields.
2. During the site visit, the Evaluator may use the **Site Visit Notes** text box. This area is private to the Evaluator and not visible to the Building Administrator being evaluated. This text box supports rich text formatting and features a timestamp feature (clock icon – see screenshot below). This is an optional field.
3. Another option during the site visit is the **Scratch Pad**. The Scratch Pad provides an alternate method for capturing notes and retains your notes until deleted. The Scratch Pad is not specific to any one form or educator, so common phrases can be stored and re-used from here. Simply drag and drop Scratch Pad notes to any text box on the form. To open, click the yellow pad icon in the top right corner of the form (see screenshot below). The Scratch Pad will sit on top of the form and move as you scroll. It can be re-positioned on the screen and closed at any time.



(Note: The above screenshot is identifying the location of the Scratch Pad and Timestamp icons. Actual form may vary.)

4. The School Site Visit form features a Priority Feedback text box for each component within the Professional Practice and Professional Foundations rubrics. Each of these is preceded by a collapsible table which contains that component's Description, Critical Attributes, and Possible Examples as they appear in the *Building Administrator Evaluation & Support System Guidebook, Edition II*.



5. Once all required fields have been completed, the Evaluator clicks the **Submit** button.

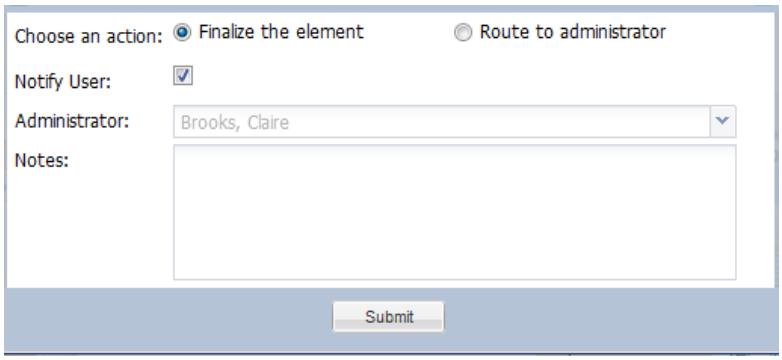
4. Form Acknowledgement

As per Form Settings, this form requires acknowledgement by the Evaluatee. That means he/she will receive an email notification requesting acknowledgement. After receiving this email, the Evaluatee would log in to EPSS, review the form, and click the **Acknowledge** button at the bottom of the form so it can then be finalized by the Evaluator. This is also an opportunity for the Evaluatee to **Comment** on the form.

5. Finalize the Form

The Finalize Element function is found in the **Evaluation Profile** of the **Process View.**

1. From the user's **Evaluation Profile,** expand components to locate the form in question.
2. Click the Finalize (thumbs up) icon to the right of the Schedule icon.
3. Select:
   - "Finalize the element" and click Submit on the pop-up window to immediately finalize the form.

   OR
   - "Route to Administrator" and click Submit in cases where another evaluator needs to review and finalize the form.

NOTE: Check the Notify User box, if you wish to send an email to the educator indicating that the form has been finalized or routed to another evaluator to finalize.